



## CURRICULUM WORKSHOP: ESTABLISHING AND WRITING GOALS

*Directions: Use the two standards and essential components given under each standard to write the overarching goals addressed. Write your goals to the right in the space allotted.*

### MODERN LANGUAGES Strand 3: Oral and Written Communication

**MFLI.5 The student will present orally and in writing information in the foreign language that contains a variety of familiar vocabulary, phrases, and structural patterns.**

1. Present in the foreign language information gathered from informal conversations, class presentations, interviews, readings, and/or a variety of media sources.
2. Describe in the foreign language basic familiar information, such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on control of the present tense.

*Essential components 3 and 4 are omitted for this exercise.*

#### GOALS:

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**MFLII.5 The student will present orally and in writing information in the foreign language that combines learned as well as original language in simple sentences and paragraphs.**

1. Relate with some detail the main ideas from level-appropriate print or non-print materials in the foreign language.
2. Present information in the foreign language using structures that reflect present as well as past and future time.

*Essential components 3 and 4 are omitted for this exercise.*

#### GOALS:

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### MODERN LANGUAGES Strand 3: Oral and Written Communication

**MFLIII.4 The student will present orally and in writing information in the foreign language that combines learned as well as original language in increasingly complex sentences and paragraphs.**

1. Summarize and communicate main ideas and supporting details in the foreign language orally and in writing from a variety of authentic language materials.
2. Use past, present, and future time frames, word order, and other level-appropriate language structures with increasing accuracy.

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**MFLIV.4 The student will relate information in the foreign language that combines learned as well as original language in oral and written presentations of extended length and complexity.**

3. Deliver presentations in the foreign language containing Well-developed ideas on a variety of topics with minimal errors in spelling, punctuation, pronunciation, and familiar vocabulary and language structures.
4. Use style, language, and tone appropriate to the audience and the purpose of the presentation.

#### GOALS:

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### MODERN LANGUAGES Strand 3: Oral and Written Communication

**MFLI.6 The student will present rehearsed material in the foreign language, including brief monologues, dialogues, poetry, and/or songs.**

3. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
4. Communicate ideas in an organized manner using appropriate visual and/or technological support.

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**MFLII.6 The student will present rehearsed and unrehearsed material in the foreign language including skits, poems, plays, short narratives, and/or songs.**

5. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
6. Communicate ideas in an organized manner appropriate visual and/or technological support.

#### GOALS:

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### MODERN LANGUAGES Strand 3: Oral and Written Communication

**MFLIII.5** The student will present student-centered as well as culturally authentic stories, poems, and/or skits in the foreign language.

5. Produce well-organized spoken and written presentations appropriate to the type of audience and the purpose of the presentation.
6. Use appropriate verbal and non-verbal presentational techniques including visual aids and/or technological support.

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**MFLIV.5** The student will present or perform in the foreign language both student-created and culturally authentic essays, poetry, plays, and/or stories.

7. Produce well-organized presentations in the foreign language using appropriate visual aides and/or technological support.
8. Use appropriate verbal and non-verbal presentational techniques.

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*Directions: Use the two standards and essential components given under each standard to write the overarching goals addressed. Write your goals to the right in the space allotted.*

### LATIN Strand 2: Using Oral and Written Language for Understanding

#### **LI.2 The student will use orally, listen to, and write Latin as part of the language-learning process.**

7. Recognize and reproduce Latin vowel, consonant, and diphthong sounds.
8. Initiate and respond appropriately to simple oral and written questions, statements, and commands.

*Essential component 3 is omitted for this exercise.*

#### **GOALS:**

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#### **LII.2 The student will continue to use orally, listen to, and write Latin as part of the language learning process.**

9. Read Latin aloud with consistent Latin pronunciation, meaningful phrase grouping, and appropriate voice inflection.
10. Initiate and respond appropriately to oral and written questions, statements, and commands.

*. Essential component 3 is omitted for this exercise.*

#### **GOALS:**

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### **LATIN Strand 2: Using Oral and Written Language for Understanding**

#### **LIII.2 The student will increase skills in using and interpreting Latin orally.**

1. Read adapted and authentic Latin aloud with attention to consistent pronunciation, meaningful phrase grouping, and appropriate voice inflection.
2. Comprehend oral Latin presented through a variety of media.

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#### **LIV.2 The student will refine skills in using and interpreting Latin orally.**

11. Read authentic Latin aloud with attention to consistent pronunciation, meaningful phrase grouping, appropriate voice inflection, and metrics.
12. Identify elements of Latin rhythm, meter, and rhetorical devices presented orally through a variety of media.

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